

Concepts of Print

Target Audience: Multiple Disabilities
Classroom k-5

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Learning Objectives

Objective 1: To develop Concepts of Print

Standard Level: Students will attend to a story and use their Ipads to answer the questions posed by the characters. They will press “yes” or “no” on their Ipads at the appropriate times without assistance.

Fundamental Level: Students will listen to a story, with many checks for understanding. When prompted to, they will use their ipads to answer character’s questions with hand over hand assistance from their paraprofessional.

Enhanced Level: Students will attend to a story and answer the questions posed by the characters by saying “yes” or “no” at the appropriate times.



Objective 2: To continue the development of language skills through a hands-on activity

Standard level: Students will complete a cutting and gluing activity, utilizing precut pieces and following verbal directions of the teacher, with minimal paraprofessional assistance. SW use ipads to ask for glue, scissors, paper as needed.

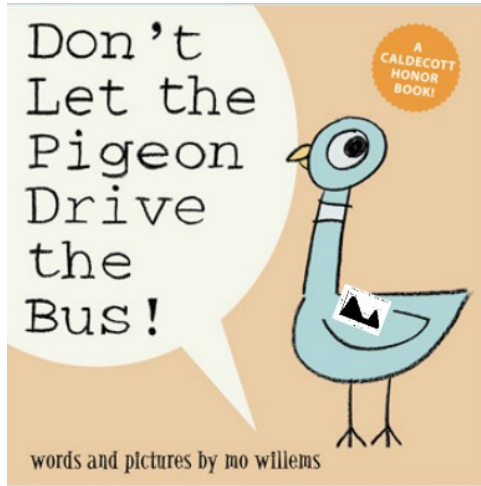
Fundamental level: Students will complete a cutting and gluing activity with precut pieces, hand over hand assistance from a paraprofessional, following verbal directions and visual steps as the teacher completes the project step by step. SW choose between 2 objects (glue/scissors) as they need, and share by passing to friends with assistance.

Enhanced level: Students will complete a cutting and gluing activity, following the verbal directions of the teacher. SW ask for glue, scissors, paper as needed. SW share supplies with each other appropriately.



Universal Design

Multiple Means of Representation- The book, Don't Let the Pigeon Drive the Bus, is presented visually. It can also be shown as a video on a smart board. The main characters are represented on the page, as well as in teacher created visuals (puppets) as the story is read.



Universal Design cont.

Options for Comprehension- Prior to reading the story, class discussions and activities about busses, bus drivers, and pigeons through the use of songs, videos, and pictures. (preteach concepts)

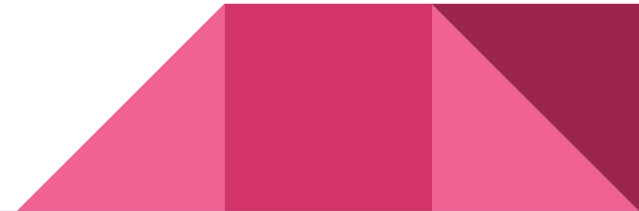
- Clear, precise directions with prompts throughout each step
- Cues and prompts to specific features of text
- Use of Ipads as needed for communication
- Warm, inviting classroom setting
- Positive praise, minimize distractions, smiles and positive environment



Activities

Standard Level Activity 1- SWBAT use their Ipads to communicate answers to the character's questions. SW follow the story, pointing to pictures of the pigeon, bus driver, and bus. They will also be able to point to the title and some easy sight words (for example: the, end, no, bus)

Fundamental Level Activity 1- SWBAT complete standard level activity with hand over hand assistance. SW have a 1:1 paraprofessional guiding them throughout the shared reading with multiple checks for understanding. SW be allowed to touch the book, puppets, and turn pages with assistance.



Activities cont.

Standard Level Activity 2- SWBAT complete a project in which they create a hat in the shape of the pigeon from the story. They will cut and glue appropriately, following verbal directions and with minimal assistance.

Fundamental Level Activity 2- SWBAT complete a project in which they create a hat in the shape of the pigeon from the story. They will be supplied with precut pieces and will be asked to choose between 2 things (glue/scissors) that they will need to complete each step of the project. They will choose by pointing or using their ipad (preprogrammed with pictures of the project pieces and supplies).They will complete the project hand over hand with their 1:1 paraprofessional.



Pigeon Hats!



Activities cont.

Enhanced activities for students above grade level:

In this type of setting, there are generally multiple levels of ability. For students who are above the standard level of the class, they may complete the same activities, but may be able to read independently or with an aide. They may utilize a text-to-speech program to read the story to them (while wearing headphones).

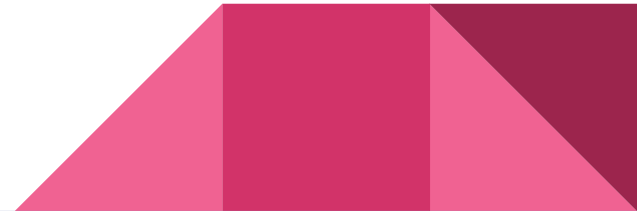
These students can complete the activity at their own, perhaps quicker, pace and then be able to assist the teacher with the other students.



Technology Based Activity for all levels

Students will utilize the website <http://www.pigeonpresents.com/> to play games related to the story, and explore other characters by the same author.

Multiple movement breaks as needed, utilizing www.gonoodle.com to facilitate brain breaks and keep students from getting too distracted.



Materials and Adaptations

- Teacher created puppets for student interactions (exact copies of the characters from the book)
- Book- Don't Let the Pigeon Drive the Bus by Mo Willems
- Ipads- one for each student, preloaded with Proloquo2Go
- Teacher will edit Proloquo to include different aspects of the story, answers to planned questions, as well as objects needed (scissors, glue, paper, etc).
- Paper, glue, scissors, precut project pieces

The disability types that are present in this class include Communication Impaired, Intellectual Disabilities, Other Health Impaired, and Developmental Delays.

All of the above benefit from the above materials and adaptations. The biggest limitations in the class are communication. None of the students can speak, and all require the use of Ipads for communication purposes.



Additional Strategies for students with.....

Autism: All directions visually represented, First/Next boards with visual representation of sequence of directions (one step at a time), minimal distractions, one on one assistance, tech devices for communication, text to speech and additional visuals to represent story.

Behavioral Disturbances: Clearly defined expectations and consequences, utilizing token economy, minimal distractions, one on one assistance, slower or quicker pace (depending on academic level) to ensure success and limit frustrations.

Learning Disability: Students who are unable to connect letters to sounds, cannot read, or have trouble with comprehension would benefit from one on one assistance, minimal distractions, text to speech technology/devices. These students may also benefit from oral directions presented multiple times, a slower pace, and modified activities.

